

# Spanish III (World Language)

Elective – Year–12

Prerequisite: Spanish 2

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## Course Description

Spanish 3 moves from developing to intermediate Spanish language communication based on Wisconsin's Standards for Learning World Languages. Students will begin to develop competencies in the three communication modes: presentational, interpretive and interpersonal. Culture is always embedded in the instruction. Connections, Comparisons, and Communities enrich the learning activities. Students will recognize that the Spanish-speaking population is God's creation and in need of a Savior.

## Course Goal

The Christian teacher will:

1. stress the use of language for communication in "real life" situations.
2. impart knowledge and perspectives from other cultures.
3. encourage a better understanding of the students' native culture.
4. integrate instruction with common themes in other content areas.
5. compare and contrast languages and cultures.
6. extend learning experiences from the world language classroom to the home and multilingual and multicultural community.
7. model and promote a love of language and culture.
8. present all themes in the light of God's Word.

## Course Objectives

The successful student will:

1. communicate in written and oral form.
2. interpret oral and written messages.
3. show cultural understanding when they communicate.
4. improve his/her understanding of other people's points of view, ways of life, and contributions to the world.
5. make connections between the world language classroom and other content areas.
6. discover patterns, make predictions, and analyze similarities and differences across languages and cultures.
7. come to a better understanding of his/her native culture.
8. understand the broader scope of the course content from the home to a global societal reach.

## Course Outline: 1<sup>st</sup> Semester

1. La Leyenda de Amancay
2. La Sala de Espera
3. Una Carta a Dios
4. Leyendas (La Llorona, La Leyenda del Espantapájaros, El Cucuy)
5. Poema XX
6. Dos Patrias
7. La Rana que Quería Ser una Rana Auténtica

<b>FILMS (may vary depending on class)</b>
Motorcycle Diaries
Carol's Journey
Casi Una Mujer
El Tiempo de las Mariposas
El Laberinto de Pan

## Course Outline: 2<sup>nd</sup> Semester

8. Tiempo Borra
9. Al Correr los Años
10. El Perro Ha Muerto
11. Las Salamandras
12. La Conciencia
13. El Niño al que se le murió el amigo
14. Continuidad de los Parques
15. La Censura

### **Instructional Strategies**

1. Years of experience and research confirm that studying a second language in the target language (Spanish, in this case) is required for effective language learning. To this end, all classroom instruction will be delivered in Spanish and it will be expected that all student interactions in the classroom will be conducted in Spanish – **LA ZONA ESPAÑOLA**.
2. A variety of teaching methods will include lecture, listening and speaking activities, reading and writing activities, pair-work activities, cooperative learning activities, movies and videos, music, and cultural presentations.
3. Attendance and classroom participation are critical to language-learning; therefore, 100 points per grading period will be “deposited” into your grade account for classroom participation with the assumption that you will be an enthusiastic participant in all activities. Points may be subtracted from the account if you repeatedly disregard the Spanish-only environment and/or are less than enthusiastic in your classroom participation.

### **Grading**

1. Homework assignments provide an important means of language practice. Homework may include quizzes, worksheets, writing assignments, reading selections and corresponding written work, and projects.
2. Use of computer Spanish translators is not allowed. Writing assignments will receive a 0 if a Spanish translator has been used.
3. Extra credit assignments will not be given as a means to raise an overall grade.
4. Since the study of any language is cumulative in nature, daily work is a vital factor in successfully attaining the stated objectives. If a student’s work is not completed when the student enters the classroom on the day the assignment is due, the grade of that assignment may be lowered by one grade (i.e. B to B-). If late work is not turned in, the resulting grade will be a zero.

### **Student Materials**

- 3-ring binder (for Spanish class only!)
- Loose leaf paper
- Spanish/English dictionary access (book dictionary or Word Reference app/site)

### **Classroom Procedures**

1. Be respectful of the instructor, your classmates, yourselves, and the Lord.
2. Begin to speak in Spanish upon entering the classroom.
3. Tell the teacher BEFORE class if you are not done with your assignment.
4. When returning from an absence, it is your responsibility to hand in missing assignments, to find out what you missed, and to schedule missing quizzes and/or tests.